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ABSTRACT

This publication is the result of a project in New York State to increase public awareness of themes related to the U.S. Constitution using the medium of the arts. Designed as a photo essay, the volume reflects the activities of thousands of students in the Statewide Mini-Imagination Celebration Program. In efforts to understand the impact of freedom and fairness on their own lives, students utilized the literary, visual, and dramatic arts. The first section of the document identifies the schools whose Mini-Imagination Celebrations are documented and describes how they used the arts to celebrate liberty and justice for all. The second section presents the themes that emerged as the children's work was assembled. (DB)

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Through the Eyes of Children:

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LIBERTY AND JUSTICE FOR ALL

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The Imagination Celebration
and the
New York State Commission on the Bicentennial of the United States Constitution

have shared a three-year mission to increase public awareness of Constitution-related themes through the medium of the arts. This partnership has resulted in the publication ***Through the Eyes of Children: Liberty and Justice for All***, a document which reflects the activities of thousands of students in the statewide Mini-Imagination Celebration Program. The publication records the students' creative efforts to understand the impact of freedom and fairness on their own lives, as young citizens. The Imagination Celebration expresses deep appreciation to the Bicentennial Commission for its support and for a partnership which has resulted in real instructional value to the youth in New York State schools.

Through the Eyes of Children: Liberty and Justice for All
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The Kennedy Center
IMAGINATION CELEBRATION

Kennedy Center IMAGINATION CELEBRATION is a national festival program of The John F. Kennedy Center for the Performing Arts.

THE 11TH PILLAR OF THE FEDERAL REPUBLIC
We the People
1787 NEW YORK 1987

Through the Eyes of Children:
LIBERTY AND JUSTICE FOR ALL

As the children at P.S.205-A in The Bronx said in their play, "Children Speak Out—You Have the Right," this book
"is about children. . . . They are 25% of the population and 100% of the future and it's about the rights our forefathers preserved for all of us."

The kids and all of us are making the

Although I'm younger than the masses
immature
I have feelings. I want the world to know
my opinions

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Statue of Liberty and the flag proud of us.

I have so many views
on so many subjects
There are so many me's out there
Listen to us.

—*Buffalo play*

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There are so many me's out there

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A Message from

Students in the Plattsburgh Imagination Celebration Student Press Corps hold an exclusive interview with Governor Mario M. Cuomo. Governor and Mrs. Cuomo are Honorary Chairs of the statewide Imagination Celebration. Each year, they personally host a full day of memorable activities, "The Governor's Children's Very Special Arts Festival," at the Executive Mansion. The Festival, for developmentally challenged children from Very Special Arts Festivals throughout the state, is held in conjunction with the Imagination Celebration.

The New York State Bicentennial Commission is honored to sponsor this photo essay in conjunction with the New York State Alliance for Arts Education. **Through the Eyes of Children: Liberty and Justice for All** is the culmination of a series of eight Mini-Imagination Celebrations held throughout New York State in which students expressed their concepts of freedom and fairness through literary, visual, and dramatic arts. The results have been sometimes surprising and sometimes amusing, but always perceptive and engaging. We invite you to share their interpretations.

—Sol Wachtler
Chief Judge of New York State
Chair, New York State
Bicentennial Commission

Chief Judge Sol Wachtler rings the student-made "Liberty Bell" with pupils from the Hudson City Schools in a Mini-Imagination Celebration on Law Day at the Court of Appeals, Albany.

the grown-ups.

Through the Eyes of Children: Liberty and Justice for All is a book that created itself, shaped by the children's ideas and by their concerns for the world around them. The first section of the book identifies the schools whose Mini-Imagination Celebrations are documented and describes how they used the arts to celebrate liberty and justice for all. These Mini-Imagination Celebrations, which bring together students, teachers, and visiting artists for arts-in-education activities, are sponsored by the New York State Imagination Celebration in order to bring arts to the community. The second section presents the themes that emerged as the children's work was assembled. All the thoughts expressed on the theme pages are theirs, either quoted from conversations or excerpted from writings.

Listen to the children...

The Kennedy Center
IMAGINATION CELEBRATION

BINGHAMTON

Fifth-grade students at the Theodore Roosevelt Elementary School in Binghamton used mime and dance to express their ideas about liberty and justice for all. In small groups, they interpreted concepts relating to the Constitution—freedom, slavery, equality, revolution, poverty, and wealth. To demonstrate the dehumanization which results from lack of freedom, students acting like robots usurped the stage, frightening off the other performers. When they removed the masks from the backs of their heads, the robots became human again.

Equality

Mime is not like a story. It's like a moving page in a storybook. We're all moving pages.

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Slavery

Constitution

Poverty

Revolution

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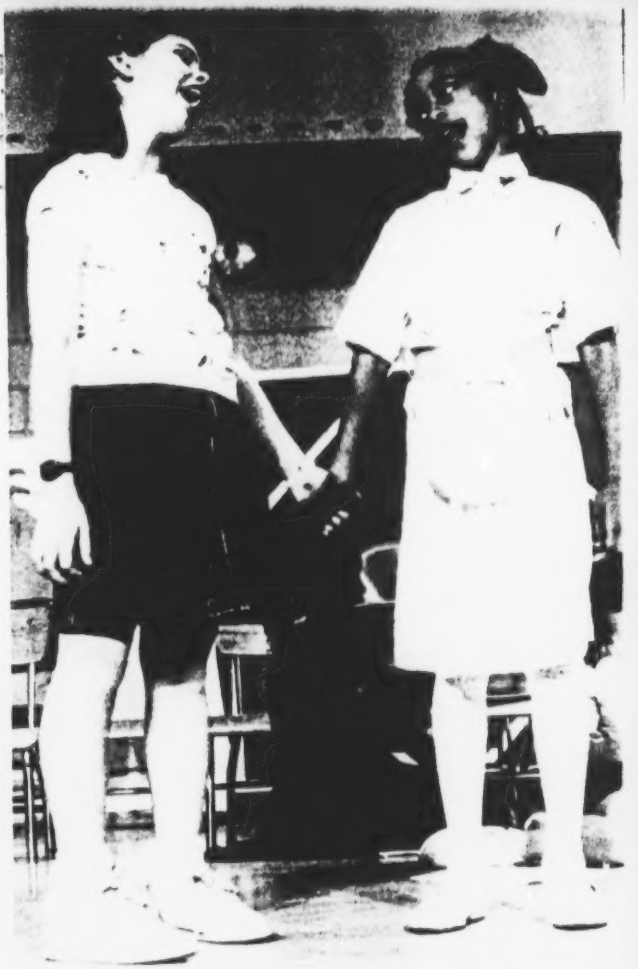
The Kennedy Center
IMAGINATION CELEBRATION

THE BRONX



Third graders at Public School 205A in the Bronx made a very personal statement about liberty and justice for children in their original play, **Children Speak Out—You Have the Right**. The drama centered around children's rights. Conflict arose when a new family moved into the neighborhood and the parents refused to let their daughter go to school—"We have to unpack. School can wait. There are more important things to do." Students also composed songs for the play and made the sets. Their total involvement generated much enthusiasm.

Rights and Responsibilities Song

You can speak...
but don't lie about me.
You can meet...
but don't take my privacy.
You can worship in a place that you choose...
but my rights you cannot abuse.
You have a right to trial by jury...
it's much better to be innocent not guilty.
We have the right to life, liberty and the pursuit of happiness.
But don't step on my rights
and I won't step on yours.

PUBLIC SCHOOL 205A

Children Speak Out—You Have the Right

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BUFFALO

We the People: Way Ahead of Our Time gave dramatic voice to the poetry and prose of students from three Buffalo high schools (Grover Cleveland, City Honors, and Visual and Performing Arts).

Anguish and joy permeated the production as the students grappled with the increase in rights and responsibilities that accompanies growth through the teenage years into adulthood.

CITY HONORS SCHOOL
GROVER CLEVELAND HIGH SCHOOL
BUFFALO ACADEMY FOR
VISUAL AND PERFORMING ARTS

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Performed by professional actors of the Studio Arena Theatre's Young Company, the play expressed the students' perceptions of liberty and justice as they relate directly to their lives.

As part of this experience, the students designed and executed the sets, made masks which revealed their hidden individuality, and worked with the actors on the lines and characters.

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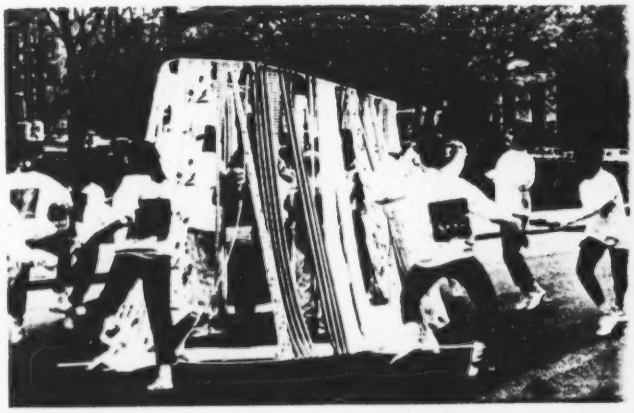
CAPITAL REGION



At the Montgomery Smith Middle School in Hudson, fifth, sixth, and seventh graders immersed themselves in projects related to liberty and justice for all. The corridors were papered with artwork and writings reflecting many aspects of the theme and encompassing all subject areas. The cafeteria was transformed into a cafe offering food from the early days in the United States. In the auditorium, seventh graders took the stage, performing powerful monologues on the question, "Is there justice?" accompanied by exciting and intricate choreography.

To demonstrate both sides of freedom of expression, students had constructed an intentionally unappealing, even offensive, piece of sculpture which was to occupy center stage for part of the play. Other students demonstrated their dislike of the piece by picketing in front of the school building. When picketing students carried their message into the auditorium, the event became a planned exercise in civil disobedience and police officers arrived to remove them.

On Law Day, (May 1), Hudson students traveled to the Court of Appeals in Albany, where they assembled and "rang" a fabric Liberty Bell with Chief Judge Sol Wachtler. The students offered strips of material to adults who had gathered for the celebration and wove them into the fabric of Liberty and Justice for All. Mini-Celebrations throughout the state celebrated Law Day in a similar fashion.

"We're picketing because we think the art is repulsive."

"We don't like the sculpture and think it should go."

MONTGOMERY SMITH MIDDLE SCHOOL

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Our heritage from Native Americans and themes related to freedom, ecology, and the Constitution energized the activities of children at the Martin Luther King School in Schenectady. Many first through fifth graders sang, danced and acted in the musical production, **The American Dream**, which was based on the play, **How the West Was Really Won**. As part of their investigation of the concepts of liberty and justice for all, the students examined the Iroquois Confederacy and its contributions to the framing of our Constitution. The students learned of the influence of the Great Law of the Confederacy on the Constitution and of what was left out—notably reverence for nature, women's rights and prohibition of slavery.

MARTIN LUTHER KING SCHOOL

PLATTSBURGH

Plattsburgh area schools teemed with activities as students explored the themes of liberty and justice for all and living together under the law.

At Morrisonville Elementary School, students celebrated freedom of speech through a puppet show, using sign language, and by making wearable book jackets for their favorite books. They learned about freedom of expression through the arts and about the beginnings of modern laws by mounting a Renaissance Fair.

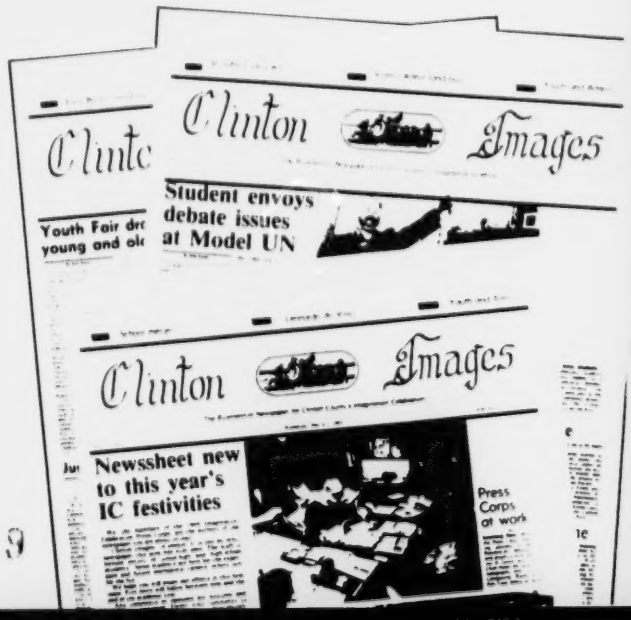
Peru Elementary School students made a freedom quilt with early American designs stenciled on one side and definitions of what freedom is on the other. The quilt has been donated to the local Ronald McDonald House.

Responsibility for the environment, both in the immediate area and on the planet as a whole, was one focus of student activity at Northern Adirondack Central School. Students also made displays depicting other liberty and justice for all themes such as women's rights, citizenship, and intolerance.

Freedom of the press was practiced by 22 students from across Clinton County who were selected as members of the **Imagination Celebration Press Corps**. A highlight of their participation was an exclusive and lively press conference with Governor Mario M. Cuomo.

MORRISONVILLE ELEMENTARY
NORTHERN ADIRONDACK CENTRAL
NORTHSIDE ELEMENTARY
PERU INTERMEDIATE SCHOOL
SARANAC ELEMENTARY

Native American culture and its contributions to modern-day society came alive at Northside Elementary School as students reenacted Native American life and did art projects involving wampum belts, the tree of peace, and the eagle. Students also constructed one of contemporary culture's freedom symbols, the Statue of Liberty.


Clinton Images
Student envoys debate issues at Model UN
Clinton Images
Newssheet new to this year's IC festivities
Press Corps at work

Early immigration to this land of the free was the subject of the play, **Freedom Bound**, performed by students at Saranac Elementary School.

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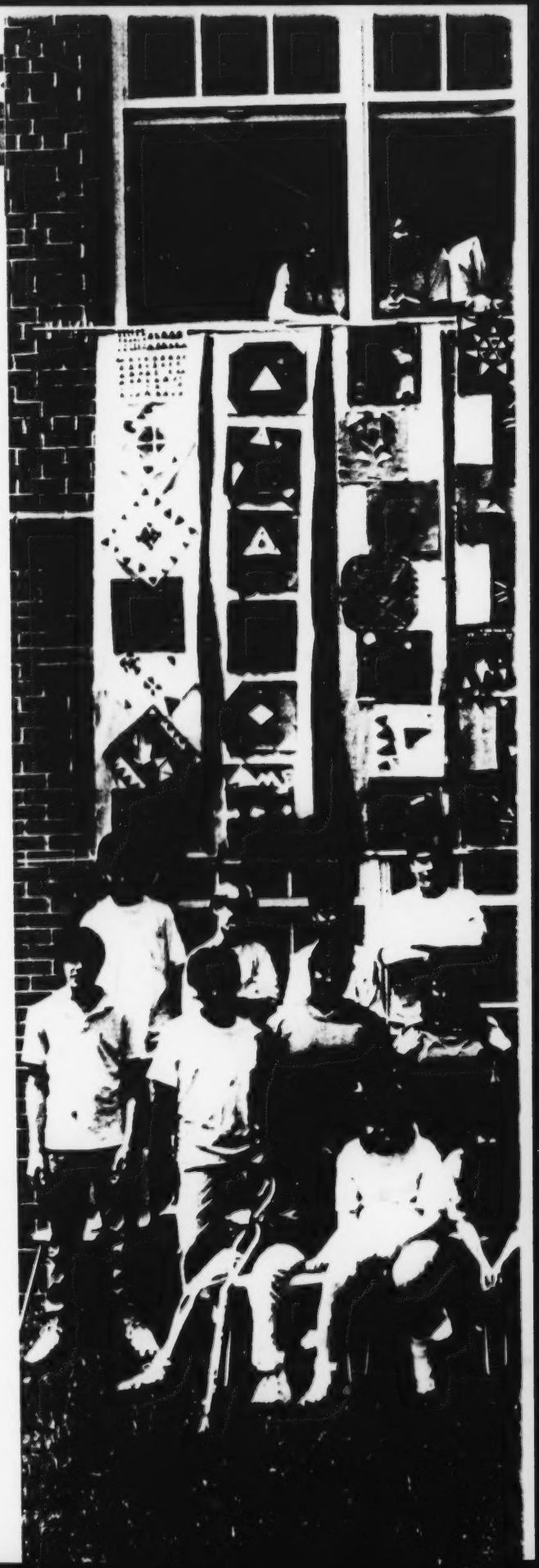
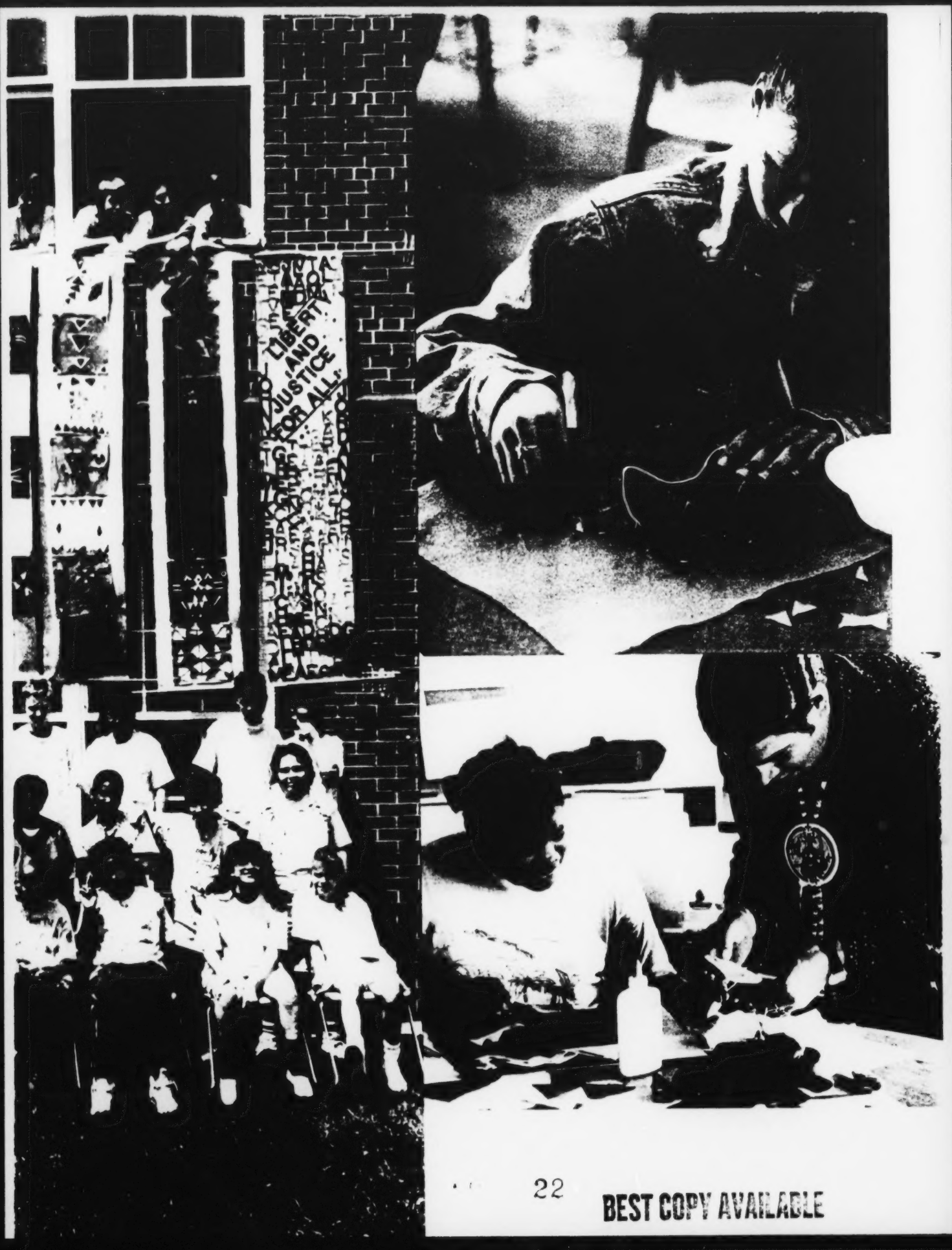
The Kennedy Center
IMAGINATION CELEBRATION

SUFFOLK



At Oldfield Middle School in Greenlawn, students learned through an art project how easily equality and diversity can co-exist. All the students received the same materials: one square of felt and an assortment of small felt triangles. They then had the freedom to apply the triangles in any way they wished. The results were as diverse and delightful as the children themselves. By rolling, folding, and piling up the triangles, the students gave creative illustration to the principle of freedom of choice.

OLDFIELD MIDDLE SCHOOL



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SYRACUSE

Civic responsibility and the importance of living together peacefully in a democratic school environment are ongoing emphases at the Dr. Weeks Elementary School in Syracuse. For the Mini-Imagination Celebration, the youngest children compiled a **Big Book on Freedom**, filled with drawings and explanations of what freedom means to them.

DR. WEEKS ELEMENTARY

For their **Law Day** commemoration, students drew up the rules which they believed should apply in a variety of locations and situations. Their invited guests on the Law Day panel, including the mayor, police chief, fire chief, district attorney, and judge, responded to the rules, a process through which the students gained a deeper understanding of the laws which govern our democracy.

The "Officer Friendly" program gives students a chance to discuss rules and the obligations of being responsible members of the community.

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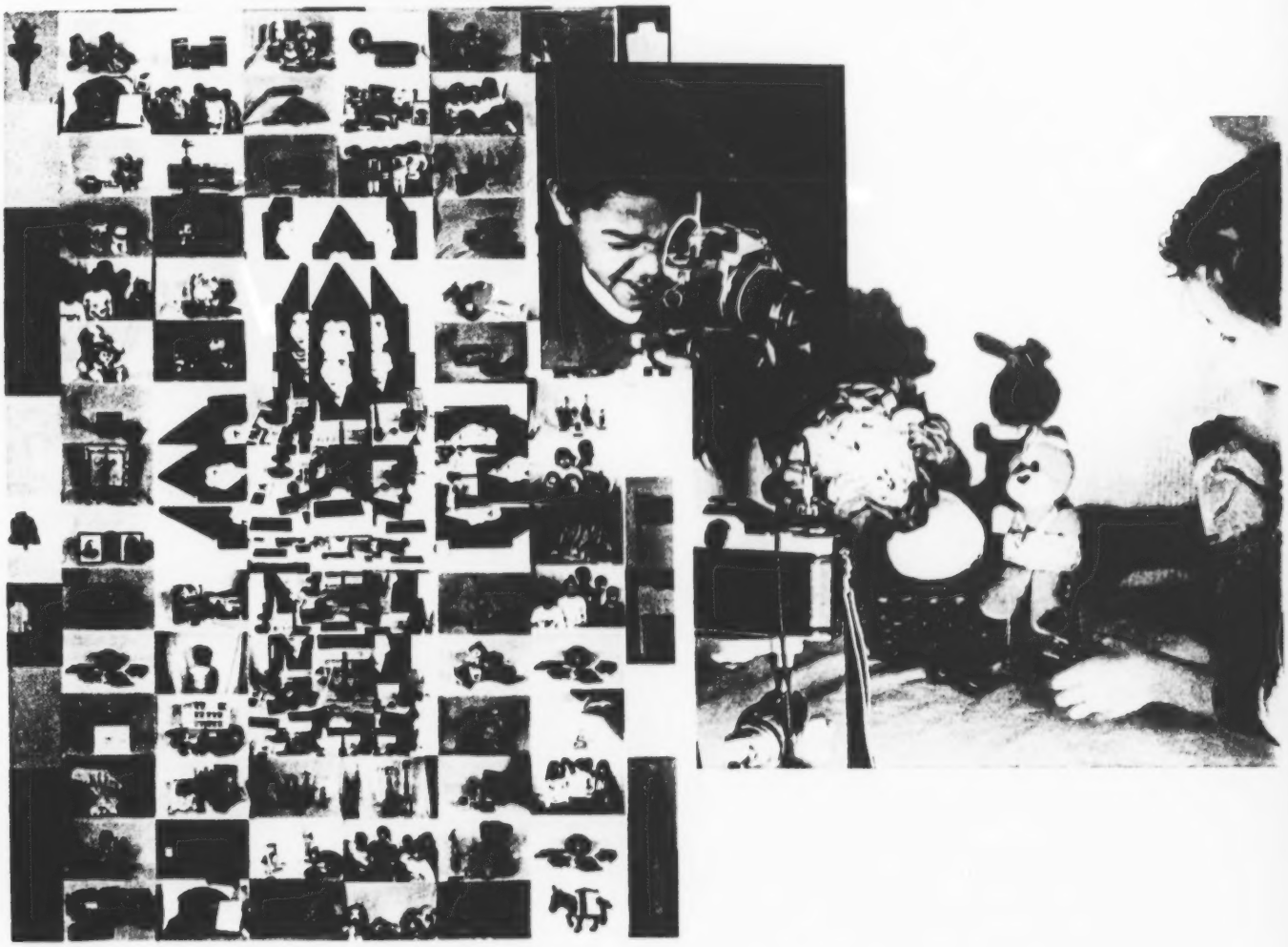
The Kennedy Center
IMAGINATION CELEBRATION

WESTCHESTER



The diverse ethnic heritage of the student body of Columbus Elementary School in New Rochelle reflected the culture unique to the United States in photographic quilts portraying unity through diversity. Students in grades 3, 4, and 5 shared objects that were especially meaningful in their lives. Each child arranged a pleasing display of the objects and photographed it. Photos of the students themselves serve as the quilt centerpieces. The Constitution, justice, and the environment took center stage in the theme quilts for each grade, with the students' explanations of freedom, justice, and law recorded in the surrounding squares.

COLUMBUS ELEMENTARY

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...making the Statue of Liberty and the

My picture of liberty would show a nice land with no garbage, with a flag on it. And birds that aren't in a cage. Maybe a pond. People celebrating. And all the animals and no fences. And maybe running around and no fighting.

My picture of justice is people being nice to each other. People giving food to each other. People giving low prices on food, maybe even free, if they were real poor. And no killing people. No guns.

flag proud of us.

We have thoughts and ideas
we want to share them
Please take this into
consideration
include us in your ocean

Freedom is...

The Right to Speak Out

Learning

Knowing Our History

Knowing Our Laws

Justice for All

A Non-Violent World

Responsibility for the Environment

Loving and Caring

Having Fun

FREEDOM IS...

Freedom means people help make decisions in our country.

Freedom is important because you learn important things.

Freedom is when nobody owns you.

Freedom is when a person can live his or her life without someone or something distracting you from completing your goals in life.

I have more freedom when my mother goes away for the weekend.

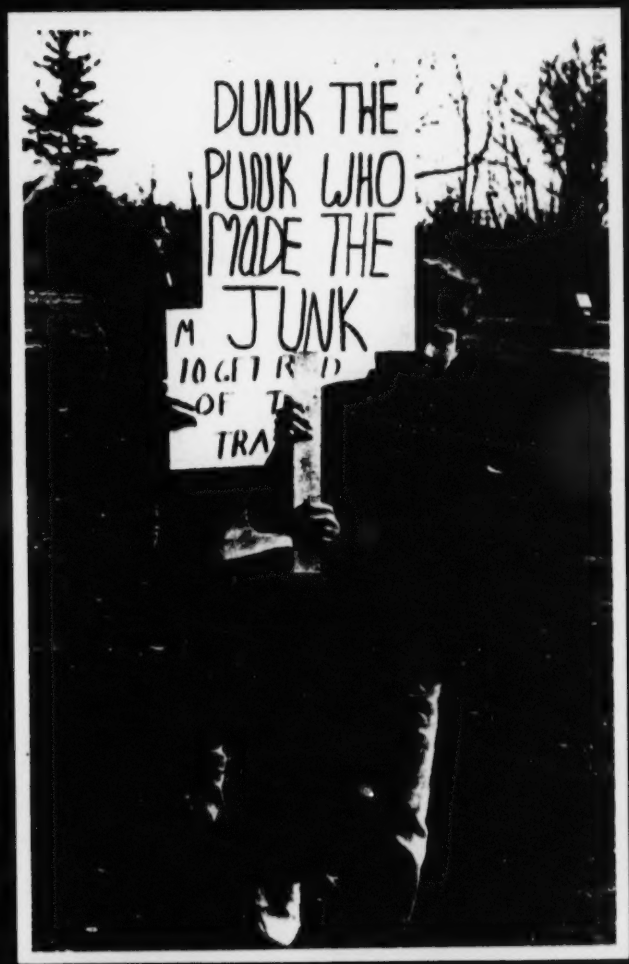
Freedom is good for me—
—I can read all the books I want.
—I get to go to school with different people.
—I can go to Mexico to visit when I want.
—I can go to any church or store.

FREEDOM IS VERY SPECIAL TO ME. I LIKE TO BE MYSELF, AND BE ABLE TO DO THINGS, WITHOUT HAVING TO ANSWER TO SOMEONE, OR HAVE TO ASK PERMISSION. OR EVEN TO BE TOLD YOU'RE OUT OF HAND. BUT, NOWADAYS, THE GOVERNMENT WANTS TO TAKE AWAY OUR FREEDOM, THEY WANT TO LESSEN OUR RIGHT TO FREEDOM. EVERYONE IS TRYING TO CONTROL ONE ANOTHER, AND TO TAKE THINGS AWAY.

We ar
Free

means to
what we
in logic.

THE RIGHT TO SPEAK OUT



HERE WE HAVE NEWSPAPERS THAT'LL TELL US BAD THINGS THAT HAPPENED, LIKE THE USS IOWA, THE GUN EXPLODED ON THE DECK. THEY'RE NOT AFRAID THAT WE'RE GOING TO HATE THE COUNTRY OR ANYTHING—'CAUSE WE LOVE AMERICA.

In the Constitution, it says freedom of the press. I'd like to make that broader. Lots of school newspapers are censored. Adults are allowed to have uncensored magazines. Why can't kids?

Jim was your average, everyday teenager at eighteen. But he was different. He was a "headbanger." A headbanger is a person who listens to heavy metal music and usually has long hair. People treated him like garbage because of the way he looked. People thought of him as a punk because he wore jeans and a concert shirt. But yet, according to our beloved Constitution, we have what is known as freedom of expression. Now isn't the way you choose to dress your way of expression?

Freedom is good for me—I can discuss anything without going to jail.

Freedom is good for me—I have the right to speak out about anything to my friends.

I think the First Amendment is the most important because people should be able to believe in any religion they want and to speak out if you want the government to change.

I Think that we have the rites to talk ~~when~~ when we think something wrong. I am in this Country and I can see, do, and ~~any~~ anything I want. I am going to change the world of all the bad People.

Catherine
Murillo
5-A

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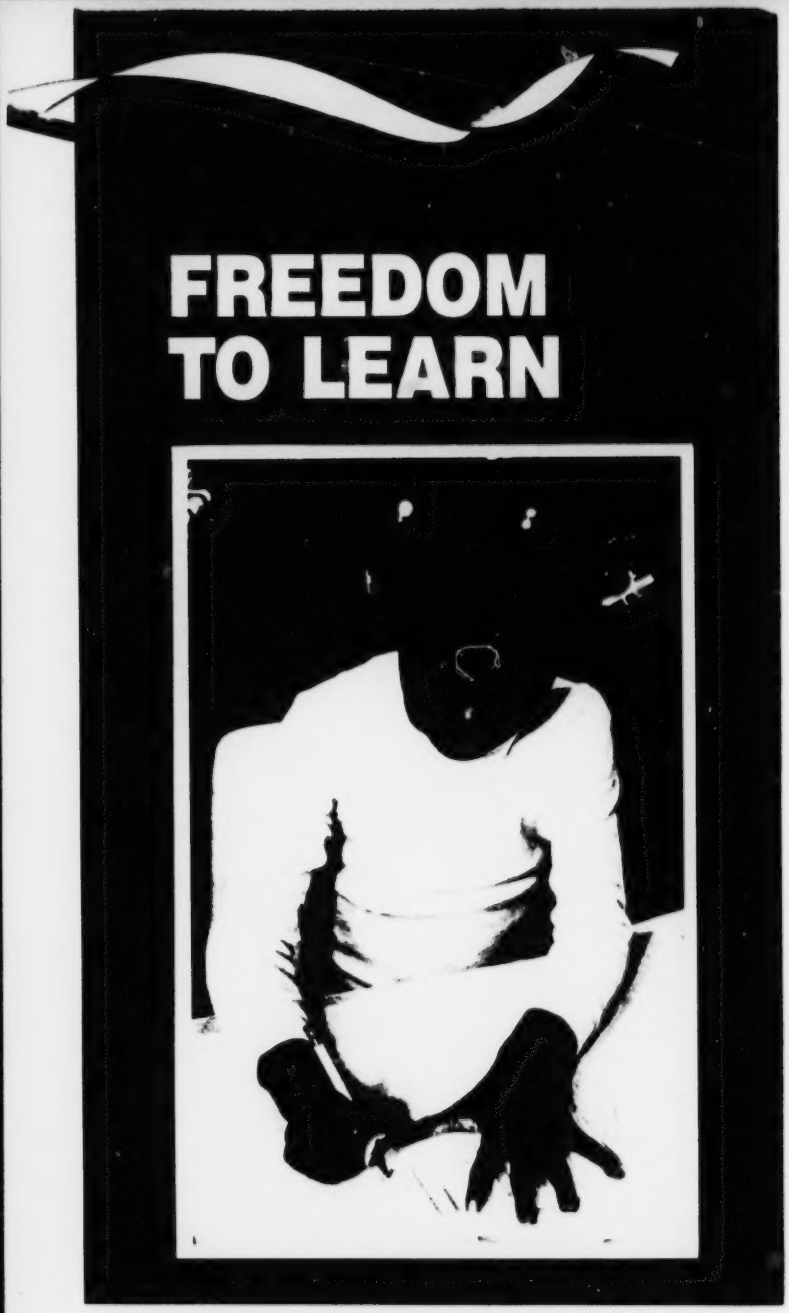


Cindy: Children have rights too....The instant you become an American, whether by birth or by choice, you are guaranteed a particular freedom that is nowhere mentioned in the Constitution, but flows from it.

You are guaranteed the freedom to succeed. You are free to dream your own dream of success, to study, to work to create and discover and build, for yourself and your children, the success you want.

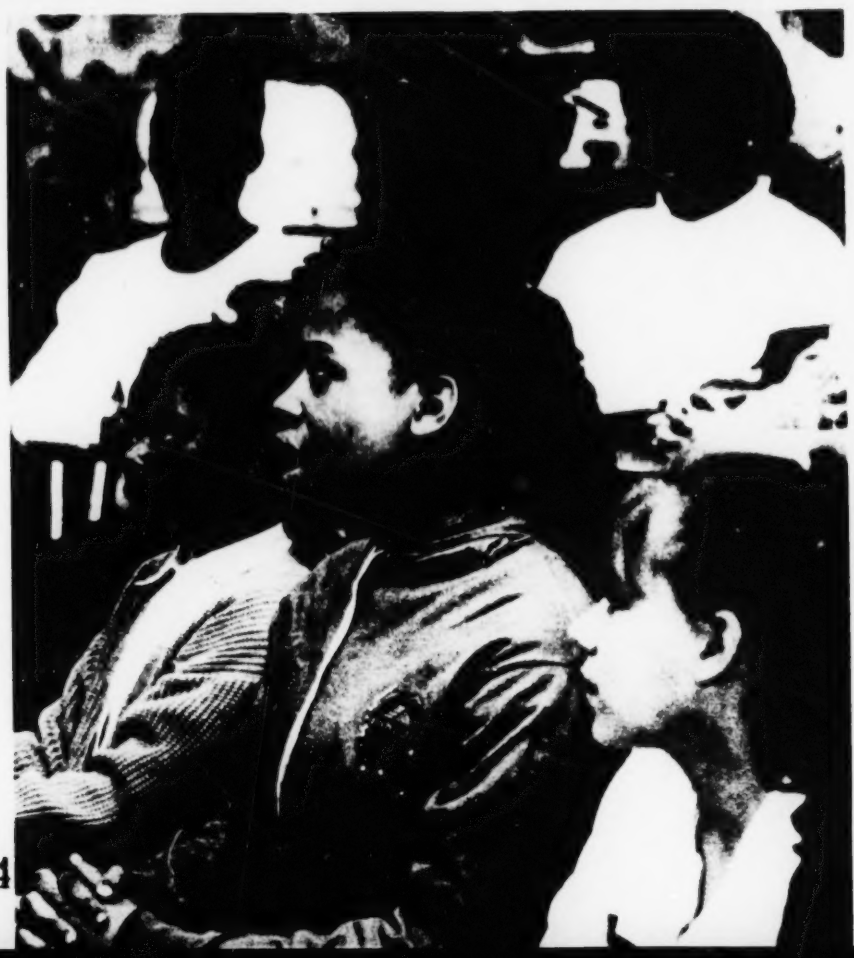
Christine: Oh, I like that part. It really means that my parents should send me to school every day so I can learn and do all the things you just read.

At first I was scared and didn't like Art. Then I was drawing trucks and it influenced me. Art encourages people in a way. You can draw anything and it comes out nice. Your own designs are all different, like, from your mind. For kids, it's fun, and you get to use your imagination...you have to use your mind.

THE KIDS RIGHT NOW THEY DON'T REALLY LIKE SCHOOL, BUT I THINK THEY'RE LUCKY BECAUSE BACK IN MEDIEVAL TIMES SOME OF THE KIDS WEREN'T ALLOWED TO GO. AND ALSO RIGHT NOW SOME OF THE POOR KIDS DON'T LIVE AROUND ANY SCHOOLS. THEY WANT TO GO AND HAVE AN EDUCATION AND BECOME PRESIDENT. SO SCHOOL'S REALLY IMPORTANT.

We have freedom to learn and to go to school, so you won't be a dumbo.

Freedom is...they can go to any school, and learn anything they want to. You can learn about eagles. You can go to the woods and talk to a ranger. You can paint what you want, draw, but you have to listen to the teacher, you have to listen to her. She'll tell you when it's free time and you can do whatever you want in free time—draw, make crafts, draw airplanes, read whatever book or magazine.



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KNOWING OUR HISTORY

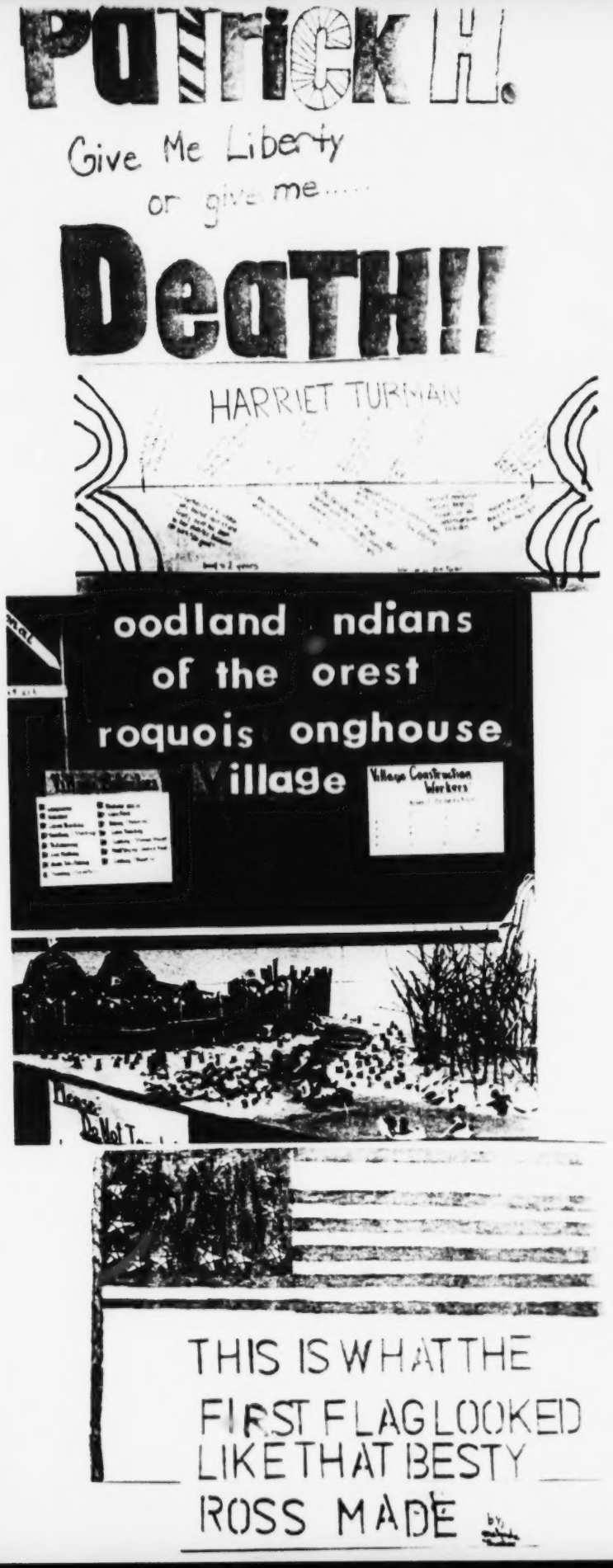
FREEDOM IS THE VOICE OF OUR COUNTRY. AND WITHOUT A VOICE, AMERICA WOULDN'T BE A NICE PLACE TO BE. IN THE MIDDLE AGES, PEOPLE DIDN'T HAVE MUCH FREEDOM AT ALL. TODAY, THE CONSTITUTION GUARANTEES THAT WE HAVE THE RIGHT TO FREEDOM. THE RIGHTS GO FOR THE POOR AS WELL AS THE RICH AND THE NEXT GENERATIONS TO COME AS WELL.

I'm the spirit of Susan Brownell Anthony. I was born on February 15, 1820, in Adams, Massachusetts, born to life as a Quaker. As you know I fought for women's rights, and even as a child I would get literally angry that women couldn't get a good job, a good education, and vote.

I met Elizabeth Cady Stanton in 1851 at a Convention. We met each other and decided that we could fight for our rights as women of the U.S.

In 1872 I was arrested for leading women into a voting facility...I was tried...and found guilty.

I felt I helped at least make the first step in our fight for women's rights. *Did we win? Will we ever be equal?*

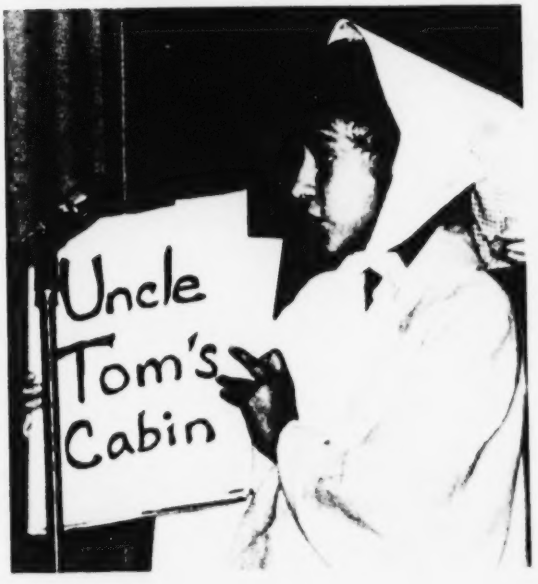


Now do you un'erstand what it's li' ta be a sla'? Never allowed ta do what ya wan', say what ya wan', an' gettin' a whippin' with a cat o' nine tails fur no reason??? DO YOU UN'ERSTAND?? DO YOU?? No, of course not, you could never, 'cause you weren't no sla'—I was.

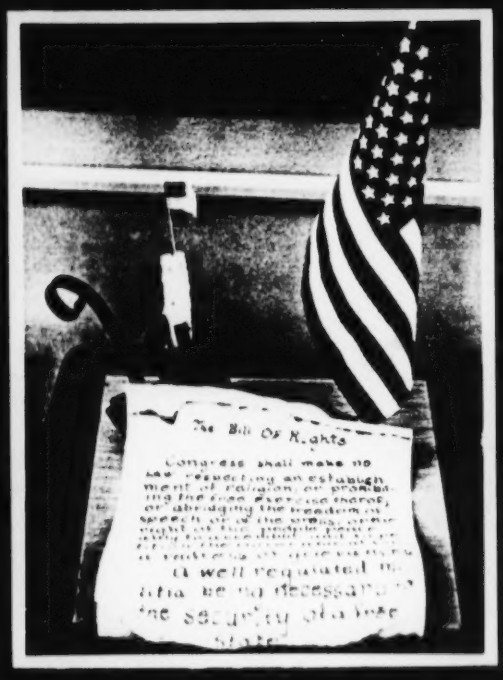
Seems tha' all th' white folks do is buy sla'es, breeds 'em li' they's was an'mals, thin sells thim 'gin fur more mona thin they's bought 'em for! I was sol'. I's was taken outta ma mama's arms when I's was jus' a itta-bitta babe. Sun'tines I cry an' think 'bout wha' ma mama's li', an' I cry an' cry, but I's git o'er it.

I's 'member clearla: it was one o' those few—vera few days when us cotton pickas got a day off. I's got a book, which I's was hidin' in ma pocket, thin I's took a walk an' sat un'er a willa tree, an' was tryin' ta read, althoughs we's weren't 'spose ta...I's learnin' ma ABC's. Th' massa came 'long an' saw me with th' book. He took th' book outta ma hands, gamme 30 lashes an' tol' me tha' books an' any otha kin' o' learnin' er schoolin' was furbidden ta us sla'es.

But now—even now, afta th' Emancipation Proclamation an' th' civil war, I's still not free, when I's go down ta th' lan' tha' th' plantation was on...that I worked at—all ma life...I's still...not free.



A CHILD'S VIEW OF OUR LAWS



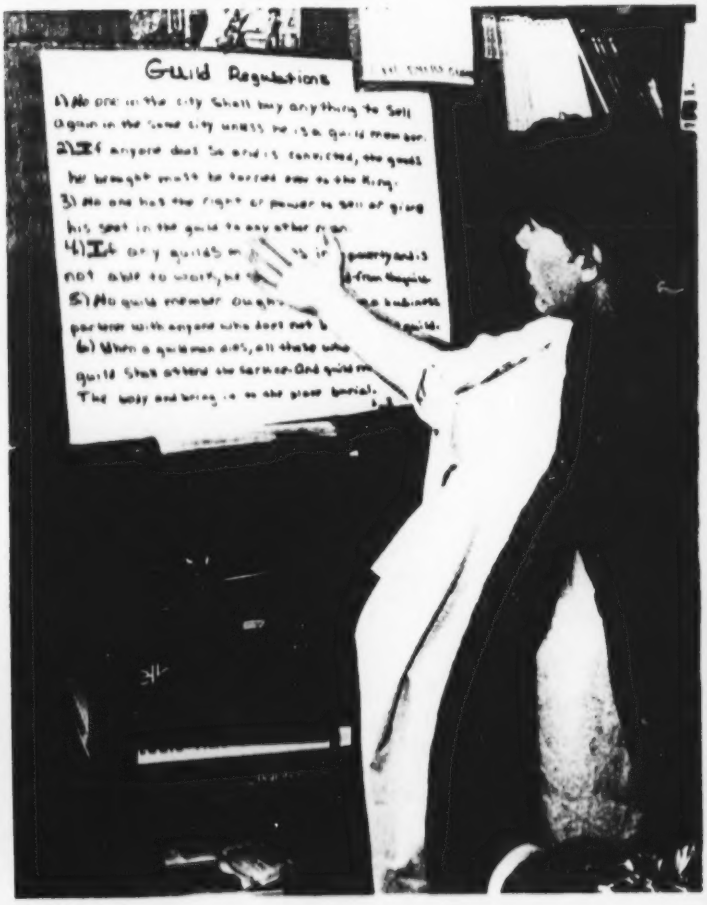
SINCE OUR CONSTITUTION WAS WRITTEN IN 1787 IT HAS UNDERGONE MANY CHANGES TO ACCOMMODATE THE CHANGING WAYS OF OUR CULTURE. THESE CHANGES DIDN'T HAPPEN BY ACCIDENT. THEY HAPPENED BECAUSE PEOPLE WANTED THEM TO. OUR WORLD IS ADVANCED NOW AND WILL CONTINUE TO PROGRESS ON INTO THE FUTURE AND ALONG WITH THESE CHANGING PROGRESSIONS, OUR NATION'S CONSTITUTION WILL CONTINUE TO CHANGE WITH IT.

We the People do Ordain?

When I look at the first sentence of the Constitution, I think to myself, we the people who? Could it possibly mean our founding fathers? If so, do I even have the right to call George Washington, John Hancock, and Patrick Henry my founding fathers for the simple reason that I am black? Does "We the People" refer to the minority or the majority? Is it possible that it refers to both? Who really wrote the Constitution and who really changes it? Were my points of view considered when the document went into effect?

Sometimes I have a negative outlook on life. The funny thing is, there is nothing in the Constitution about how to deal with feelings or situations like these.

Students display a Proclamation of the Clinton County Legislature recognizing and commending the hard work and dedication of the students at Morrisonville Elementary School on supporting drug abuse education to help keep our children healthy, happy and drug free.



The Constitution may be considered by some as a piece of paper with writing on it, but that "piece of paper" certainly does talk.

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I KNOW WE NEED RULES, BUT SOME OF THEM DON'T

I think Amendment number eight is the most important because you just can't kill a person because he/she did a crime.

District Attorney's Rules

- Don't scream at people
- Don't make up evidence
- Don't be too strict
- Listen to what people have to say
- Don't spy on people
- Don't hit people or lie
- Don't say, I object
- Be honest.

Playground Rules

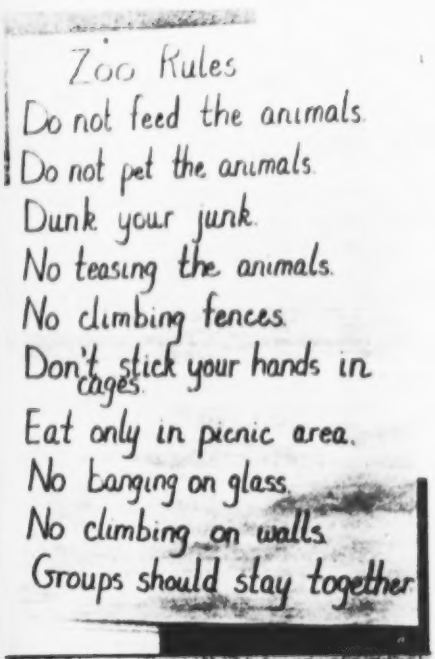
- Dunk your junk
- No glass containers
- One person only on a swing
- Only go down the slide not up
- No running around playground area
- Don't jump off swings or monkey bars
- Don't flip the swings
- No fighting
- No standing on swings
- children under 5 need to be with

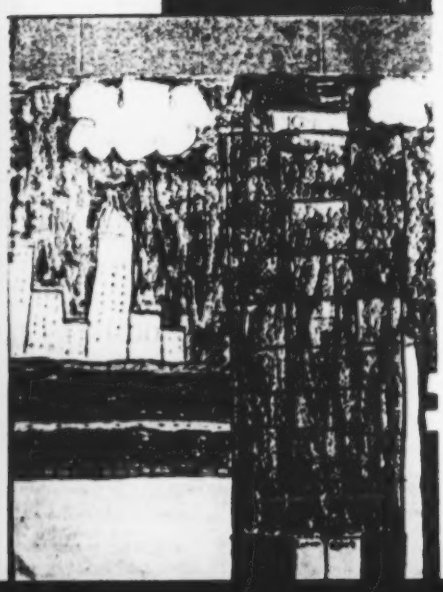
Traffic Rules.

1. City speed limit - 35 m.p.h
2. Stop at all stop signs
3. Obey all traffic signs and lights
4. DWI kills
5. No jaywalking
6. No bike riding on sidewalks
7. Bikes should obey all traffic signs

MAKE SENSE.

I think the right to bear arms is important to me. I think we need a gun to keep people from our house, to hunt and to keep people out of our yard so we can protect our family.


Zoo Rules
Do not feed the animals.
Do not pet the animals.
Dunk your junk.
No teasing the animals.
No climbing fences.
Don't stick your hands in cages.
Eat only in picnic area.
No banging on glass.
No climbing on walls.
Groups should stay together.



America. the land of the free
or is it not
laws protecting our rights
but also limiting them
which brings me to the question

Are we really free?

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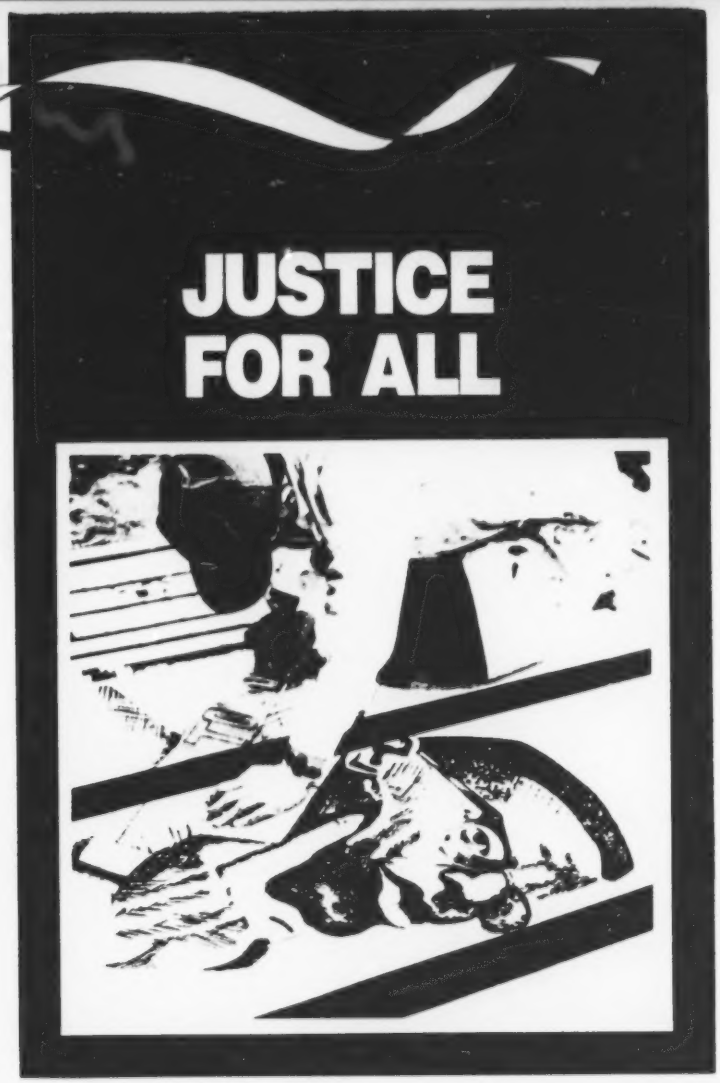
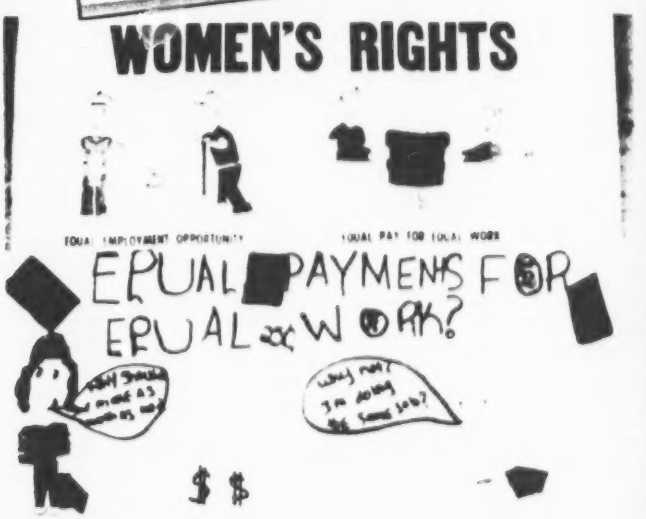


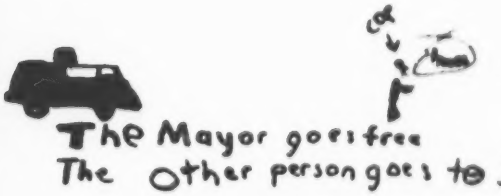
WE ALL HAVE DIFFERENCES THAT ARE OBVIOUS, SUCH AS RACE, PERSONALITY, OUR FAMILY, ETC. BUT WHY SHOULD WE JUDGE PEOPLE BY THEIR OUTWARD APPEARANCE AND NOT THEIR INNER BEAUTY...I WILL ADMIT THAT SOMETIMES I DO THAT, AND THEN I'M JUST AS BAD AS THEM.

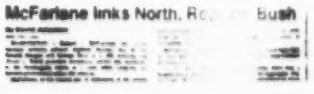


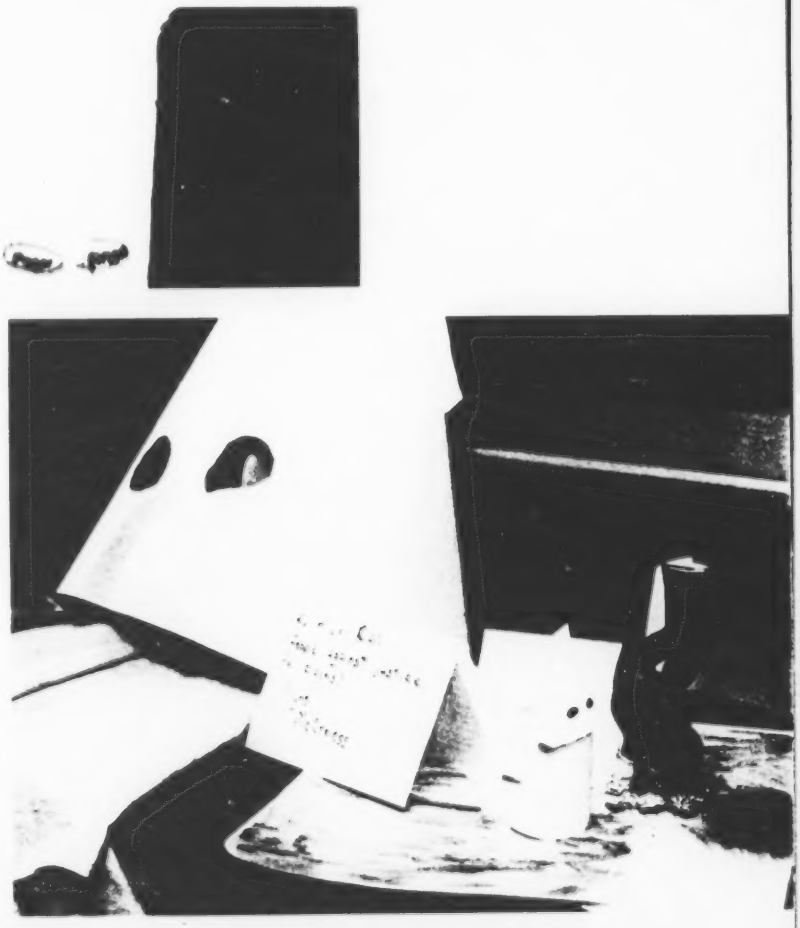
I think Amendment number five, the Rights of the Accused, is the one I like best. It isn't fair to put someone in jail without explaining what he or she had done.

Victims of discrimination-Women, Minorities and the homeless

IS THIS FAIR?







I think Amendment number seven is very important because you should have the right not to let a person just come in and search your house without your permission. You may have personal things in certain places in your house. You should not be arrested for something you have not been told about. You may lose your job.

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Freedom to Live Independently

Speaking Through Your Hands

I love to sign
It's a hobby of mine
unlock your hands with the key
And let your hands roam free
Speak to a friend
Yet not say a word
A language so beautiful
Like the feathers of a bird
Understand a person loud and clear
Even if you're in a crowd
Though the atmosphere is very loud
I think sign language is very fun
In fact I think it's #1
If you know a friend that's deaf
Please be kind, and learn to sign
Make that person feel at home
Don't make fun
just let your hands roam!!!

Prejudice

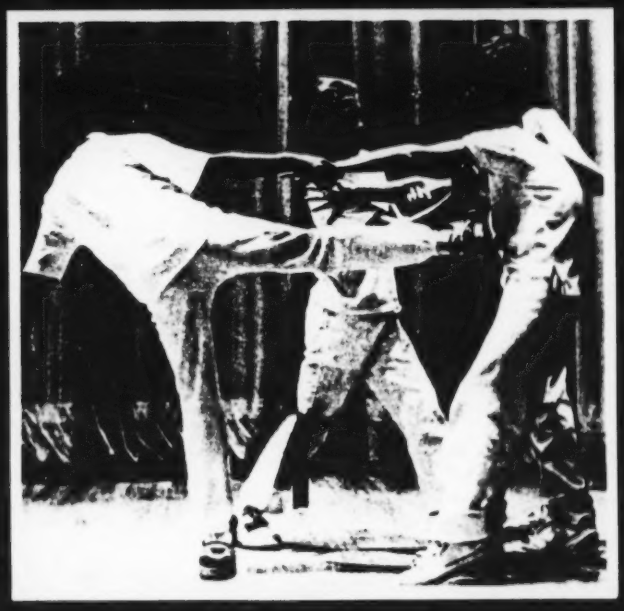
Prejudice is a way of thinking where people make up their minds about other people without the facts. We learn about prejudice from the people we look up to. Prejudice has been around since ancient times. People used prejudice to deny other people their rights. Prejudice is usually directed towards minority groups.

One of the groups that has been affected by prejudice is handicapped people. Handicapped people have a physical or mental problem that makes it harder for them to live their lives. Even though handicapped people have problems they want to be included in everything and be treated like other people. But other people's prejudice causes them to be left out and to feel bad about themselves. Other people have this way of thinking because they do not know what handicapped people can do. They don't know the facts.

Prejudice towards handicapped people has changed through the years. The attitude today is better than years ago. We passed laws that make sure that the handicapped get schooling and jobs. The two important laws passed in the 1970's were the Rehabilitation Act of 1973 and the Education for All Handicapped Children Act of 1975.

I am prejudiced against foreign people who don't speak English, because I can't understand them. I know I try to overcome this by waiting until I know a person before I jump to conclusions about them. I am handicapped and I don't want people to be prejudiced against me. I would like them to get to know me before they make up their minds about what I can do.

FREEDOM FROM VIOLENCE



When I was young, I grew up in a world that gave us cartoons every morning, walks in the park in the afternoon, and long, restful nights in our cribs. But now, the young children of our time don't watch the latest cartoons, they watch the report of the latest terrorist attack that killed 245 human beings the night before. Afternoons aren't filled with a peaceful stroll in the park anymore. Instead, parks are filled with vandalism and gang violence. And now, young children don't have quiet, peaceful nights of sleep. Instead, the silence is broken by the gunshot fired by the man next door. People are changing faster than the times are changing. We are definitely ahead of our time. *Way* ahead of our time. No, nuclear warheads are not going to bring about the extinction of man. Man himself is going to make man extinct.

IF PEOPLE AROUND THE WORLD
COULD HEAR MY CRY
AND MAYBE LOOK ME
STRAIGHT IN THE EYE
I'D TELL THEM IN A WAY
"NO MORE WAR"
PEACE, LOVE, AND FREEDOM
IS NOT A LIE

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TOUGHEN LAWS AGAINST

What gives them the right to
fill their children with fright.
Maybe someone should
hit them so
they know what it's like.
I can't believe
this is happening in
a great country like ours.
They should bring these
people
to justice before it's too late!

CRACK

Freedom causes a lot of crime. People think there's freedom. And then they don't get what they want, so they get mad and kill people. There's a limit to freedom.

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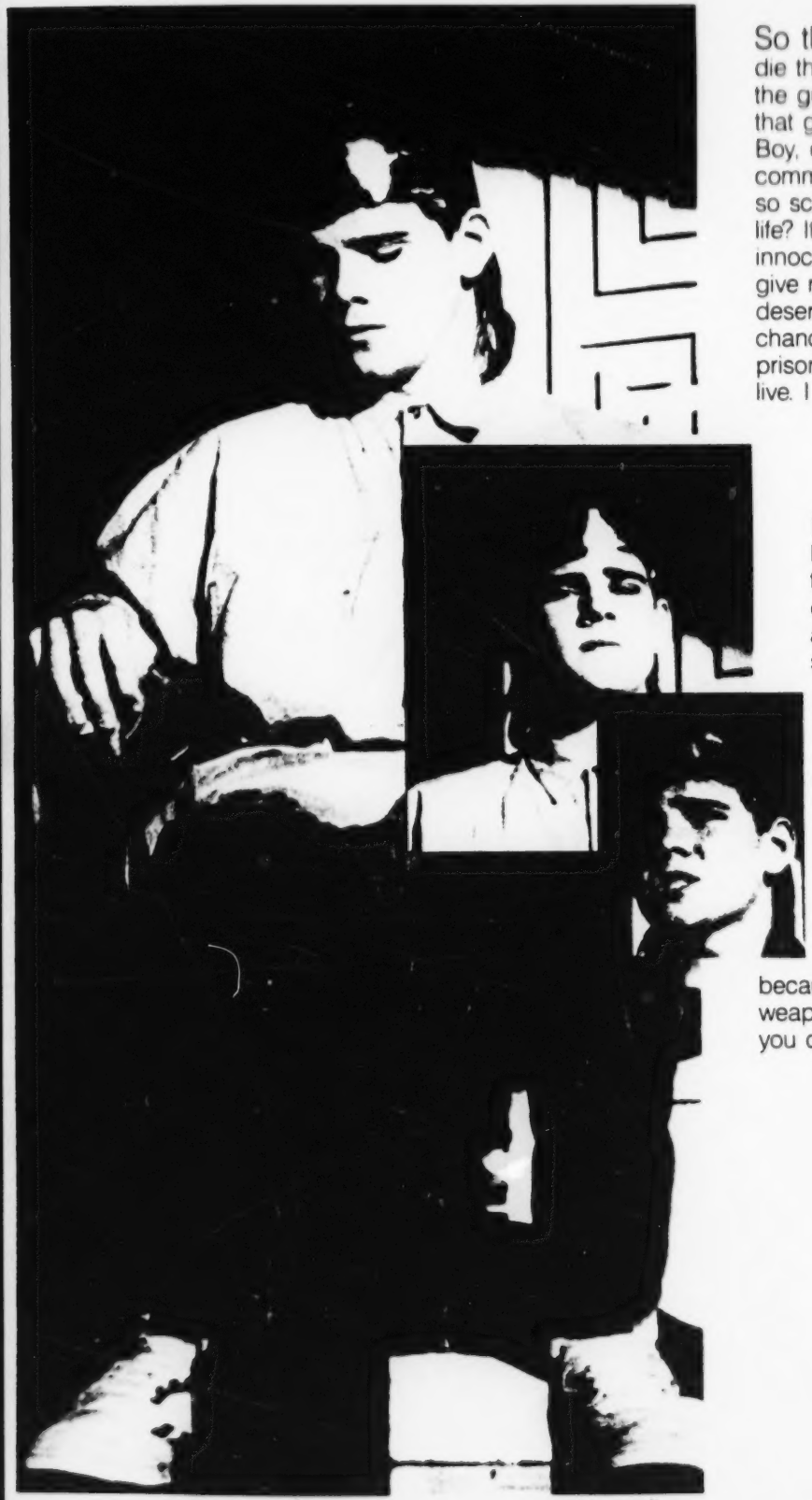
I think the murder system, the capital punishment, the killing system should stop.



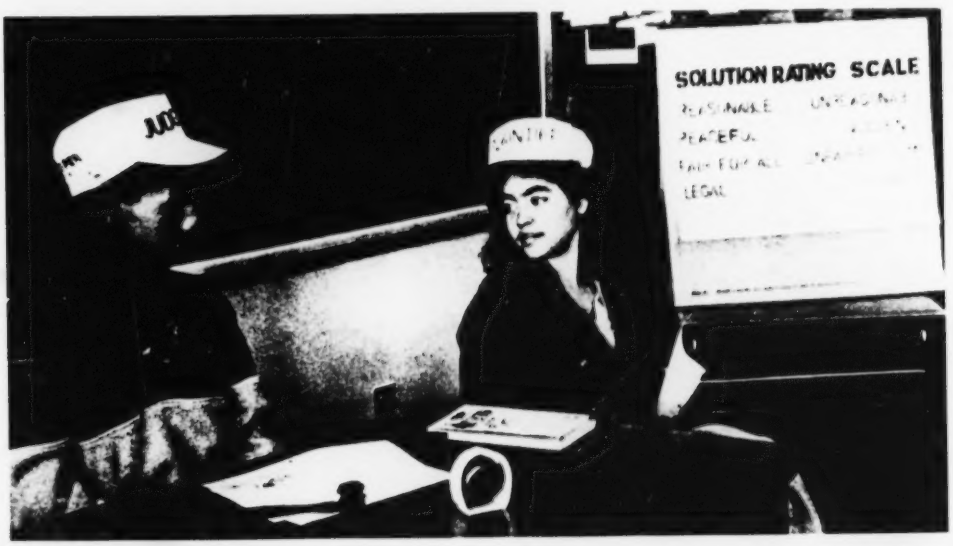
So this is the end. I never thought I would die this way. This is so unfair. I never meant to kill the guy, I just wanted to hurt him. But look where that got me. I used to be *for* the death penalty. Boy, did my mind change fast. The first time I commit a serious crime, I get killed for it. This is so scary. Don't they know it's wrong to take...a... life? It never really hit me until now, but I took an innocent man's life. Oh God! They wouldn't even give me a second chance. They said I don't deserve it. I guess I never gave him a second chance either. But I don't want to die! I'll do prison, even hard labor. Just let me live. Let me live. I don't want to die!

I think peace and joy is a lot of baloney because if people wanted peace and joy they would get rid of weapons. If someone doesn't like another person they should stay away from each other and I think nations should do the same thing too!

I think Amendment number eight is important. If you like to tell lies they can't cut your tongue off so you have to suffer until you die. And you would not be able to talk.

I think Amendment number two, the right to bear arms, is most important because we can protect curselves with a weapon. A thief might come to your house and you can have a weapon to defeat him or her.

The only weapons we would have would be eggs. And jellybeans in a machine gun.



Liberty is so beautiful
So are Children.
And when you hurt
the Lady Liberty,
You hurt the Children
When the Children
see Liberty cry,
The Children cry too.
So don't abuse Children,
Because they only live
Once in a lifetime.

Practicing conflict resolution was an important aspect of the student activities based on Liberty and Justice for All.

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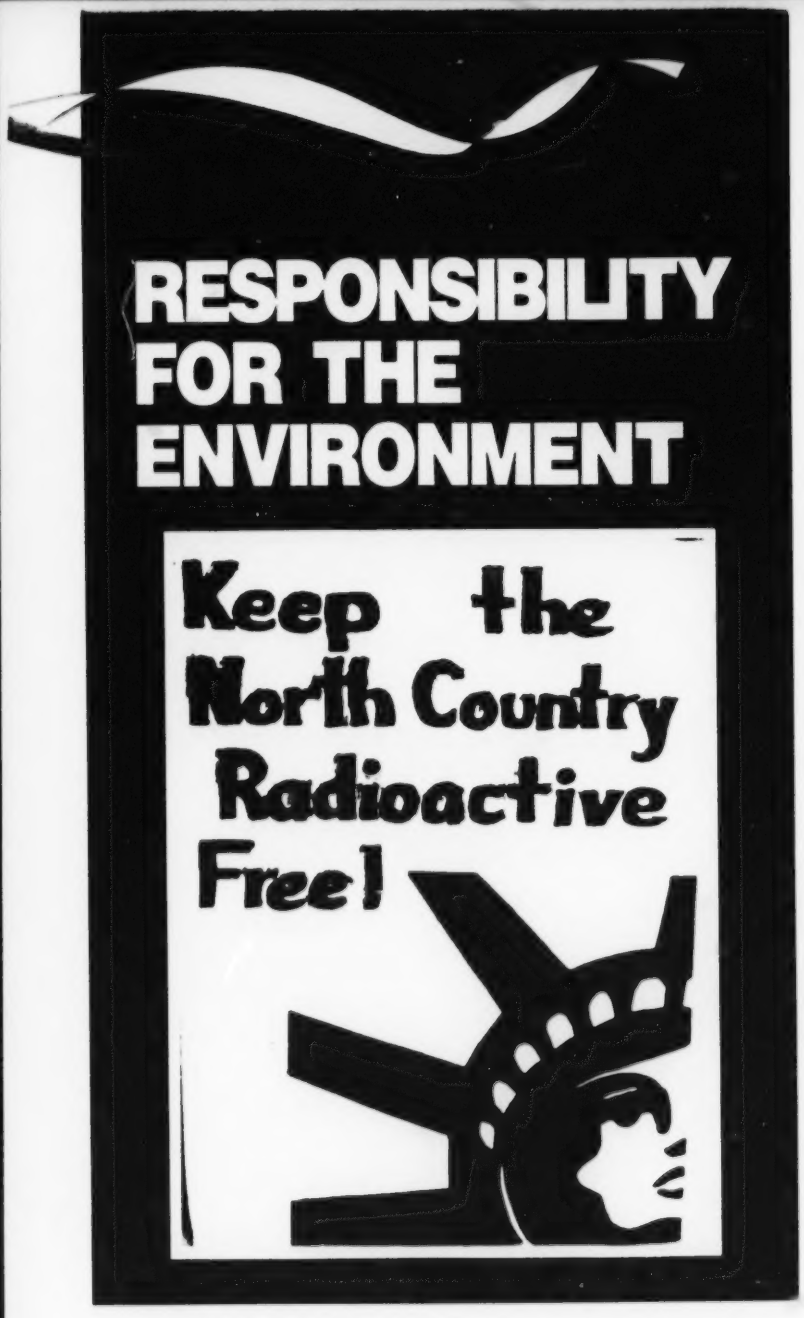
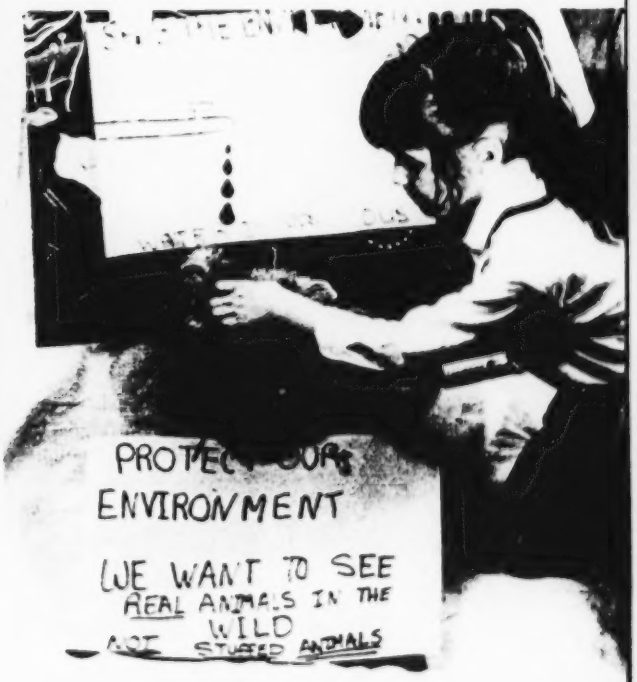
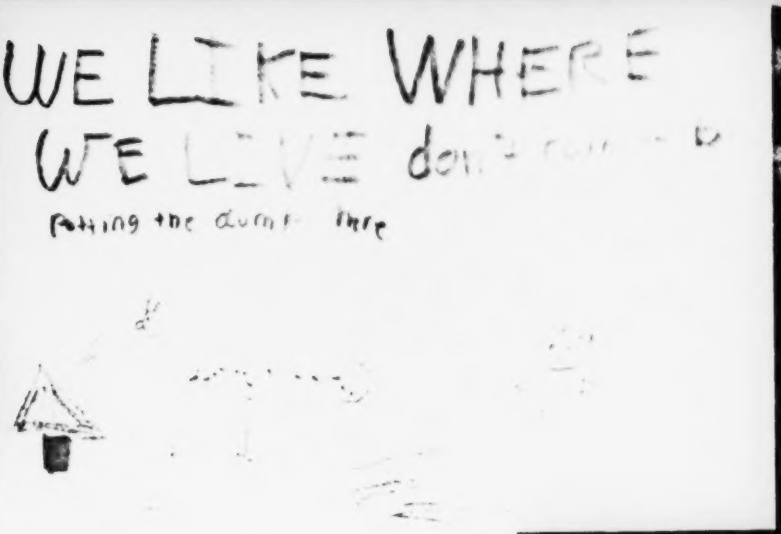


To save room is to recycle. If we did not recycle, the world would be full of garbage. When we recycle we save lots of room. Recycling reduces the effects on the ozone layer and the greenhouse effect. Therefore Clinton County is deciding on recycling their garbage. That rule is required. Each town should not have a landfill. The County should have at least one or two landfills. Americans throw away more than anyone in the world. Tin, glass, paper, tires and plastics can be recycled. Paper can be used to make other kinds of paper. Tin cans can be melted down into other tin cans. Glass bottles can be melted down into other bottles. Tires can be ground up and made into highway. Plastics can be made into other plastics.



TREES
WHERE ARE ALL THE TREES?
THEY ARE GONE
THEY ARE DEAD
RAIN
IT REFRESHES NO LONGER
IT KILLS
WHAT HAVE WE DONE
OUR WORLD
WE HAVE KILLED
KILLED THE ONLY PURITY
THAT WAS LEFT.



WHEREAS students of Morrisonville Elementary School have studied the dangers of low level radioactive waste disposal: and

WHEREAS these concerned students will request that the Clinton County Legislature assist them in some form of action.

BE IT RESOLVED that these concerned students hereby request that the Clinton County Legislature hold a joint public hearing to allow students the opportunity to express their points of view on this issue; and

FURTHER RESOLVED that the Department of Environmental Conservation be asked to participate to offer assistance in convincing the NYSEG to find alternative power sources to nuclear power;

FURTHER RESOLVED that the students will request that NYSEG and the Department of Environmental Conservation assist them with a study to find a way to reduce the need for electricity;

FURTHER RESOLVED that these students will work with these two organizations to distribute the information to the public of New York State;

FURTHER RESOLVED that these concerned students are opposing the selection of land for a low level radioactive waste site within the boundaries of Clinton County adjacent to the Canadian border.

We're not going to have good ol' American pie anymore, you're going to have Alar pie.

I'm personally at high risk for Alar, so I'd vote against using it. Apple pie is America, why do they do it? You're not going to have good ol' American pie anymore, you're going to have Alar pie. Like in the story, where Snow White represents the people. She ate the apple. The poison in the apple represents Alar. Her deep sleep represents the blindness to what is happening to her. The witch who gave it to her represents the people who spray Alar. The Prince Charming is like the EPA and protesters who save her from it. He wakes up the people who don't know that much about Alar.

June 1, 1981

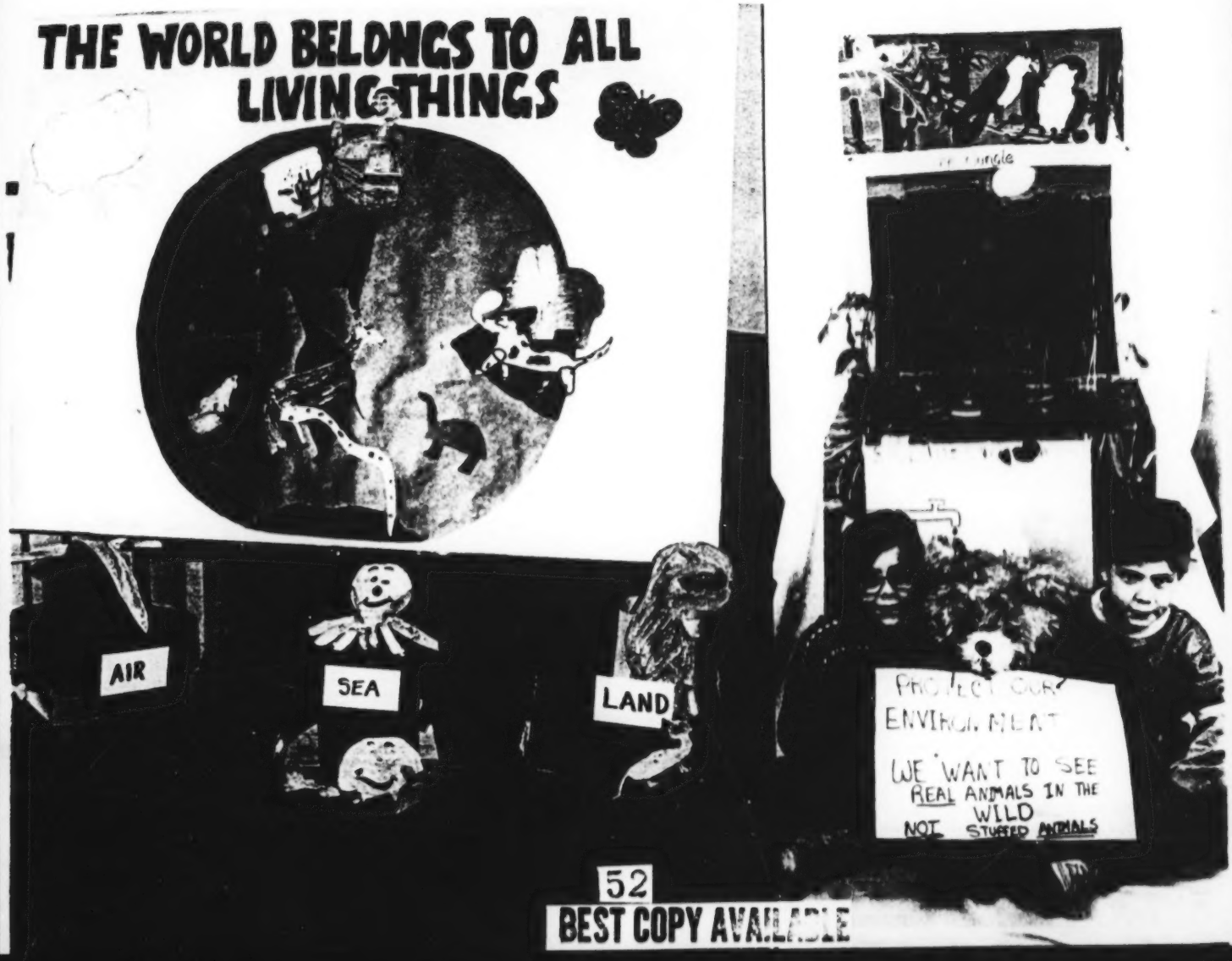
Dear Animal Welfare,

Please protect the whales because God made the whales to make the ocean beautiful. They deserve to live just like human beings. The whales have families and when one of them dies they want to die with him. The whales feel sad when one of them dies. They are pretty and interesting. Scientists can learn about them and write books. They can be taught to do tricks. People like to watch whales.

all whales' friend,

Lori Belleville

KEEP US CLEAN!
PLEASE!



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LOVING AND CARING

We are free to help people 4.

Freedom means to do what we want to do.
Freedom means loving and caring.
Freedom means going where we want to.
Freedom means friends.

If you see people who are starving, you can't stand for people to be poor.

Freedom means being helpful...and useful. You can be helpful to other people if they're hurt.

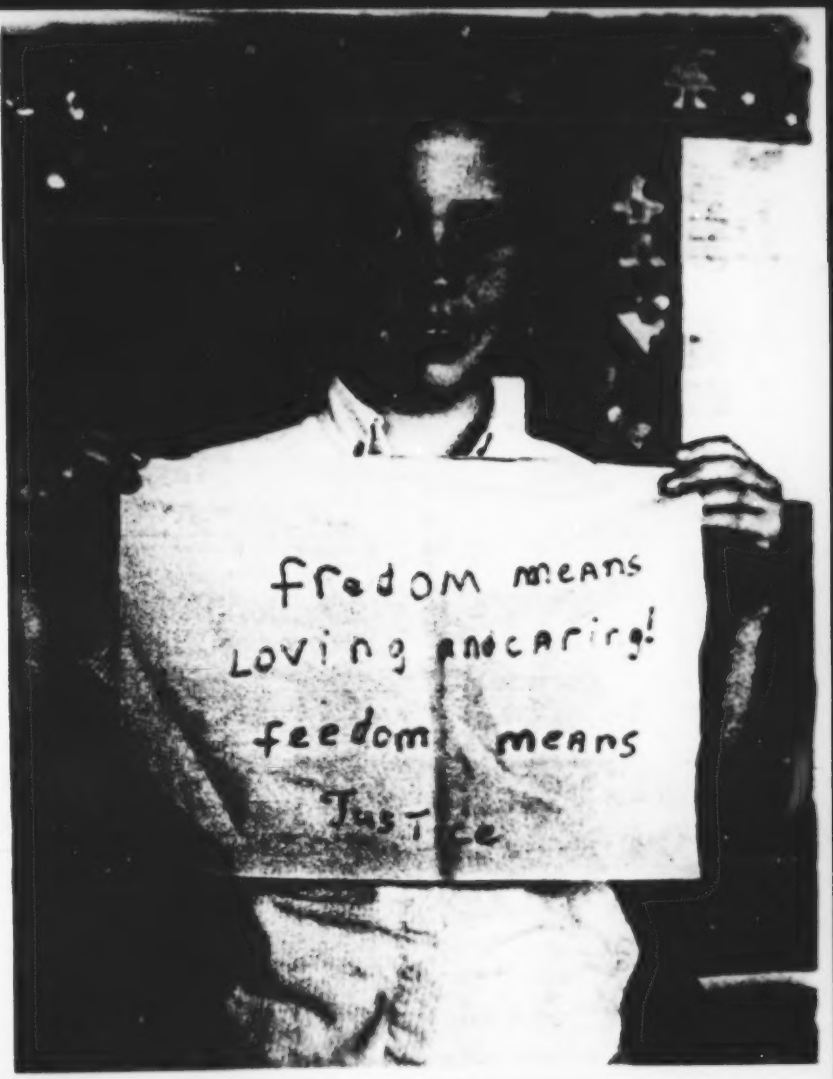
People are greedy nowadays. They don't want to give anything to the poor. And the poor are drinking mud water. If I was old enough, I'd make a trust fund for everyone.

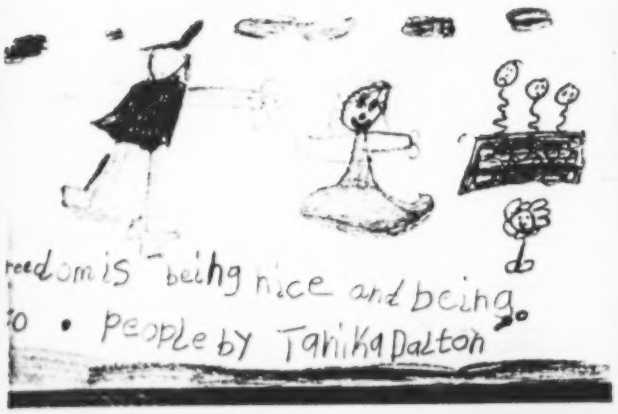
If the rich people would believe us children, we could go around and ask them to raise money for the homeless people. Their hearts are going to break because deep down inside they feel no one cares for them.

STRETCHING ACROSS INFINITY
AN INVISIBLE, SILENT THREAD
WAITS TO SEW OUR FREEDOM
TO OUR LIVES.
WAITS FOR JUST A VOICE TO SAY
I WILL LOVE. I WILL CLIMB ABOVE
THIS MATTER WORLD
OPPRESSOR AND DRAPE MYSELF
ACROSS YOU AS A SHEET
HANGS TO BE DRIED IN THE
LIVING WIND

"I bet when there was the Revolutionary War, there was no homeless back then."
"I bet there was."

To me, freedom means loving everybody





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FREEDOM TO HAVE FUN

MY LIFE IS SO BORING. I HAVE NO FREEDOM. I WISH THAT ONE DAY I CAN GET INTO MY CAR AND JUST DRIVE UNTIL MY GAS RUNS OUT. I JUST WANT TO GO OUT INTO THE WORLD AND FIND MYSELF.

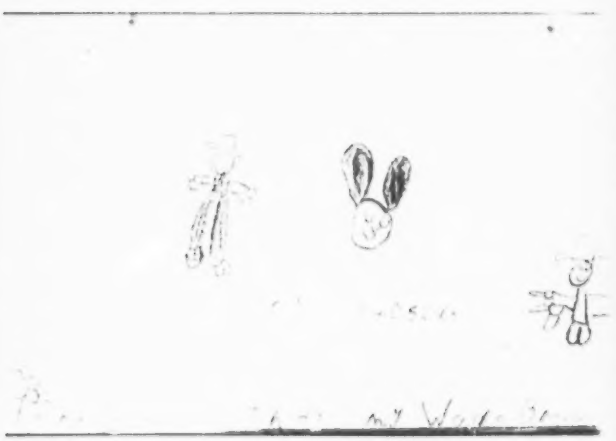
Freedom means...

I can play with Nintendo...I can play a lot.

You get a vacation...like you have four or five days.

You can pick out your toys and play with them. You can watch any TV program you want...or a video.

You can walk, run, skip...



I have a friend and he's white and that's being free, 'cause I get to play with my friend and he's white. When Martin Luther King was born they didn't get to play with white people.

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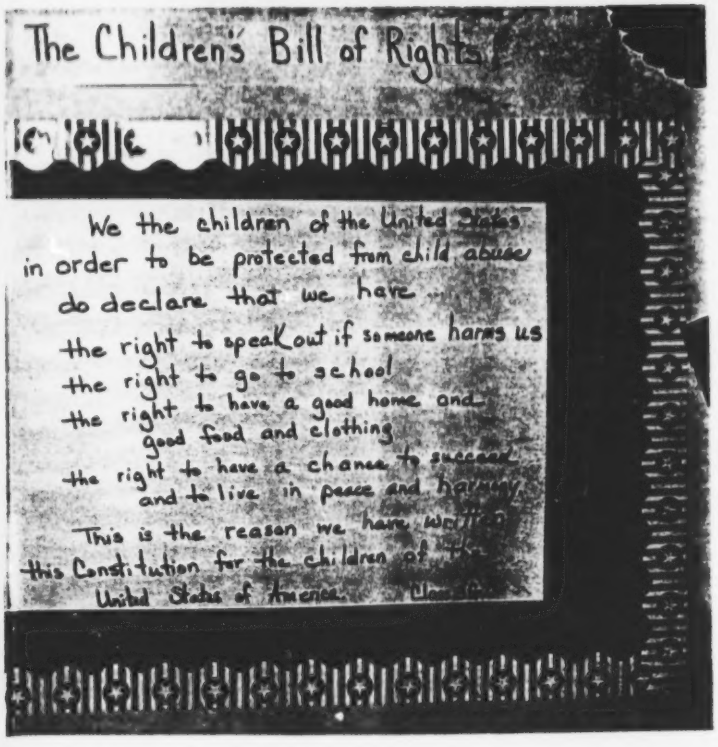
We the children of

the United States


The Children's Bill of Rights
We the children of the United States
in order to be protected from child abuse
do declare that we have
the right to speak out if someone harms us
the right to go to school
the right to have a good home and
good food and clothing
the right to have a chance to succeed
and to live in peace and
This is the reason we have written
this Constitution for the children of
United States of America

Vito's Rap

The Bill of Rights is for
you and me to protect us
from our enemy. Freedom
of speech and liberty,
the pursuit of happiness
whatever it be.
So the next time
someone says, "It can't be"
Know your Bill of Rights
and say, yesseree.
The Bill of Rights
is for you and me.

As we continue to grow in mind and spirit, we can start to dedicate ourselves truly to the fulfillment of the sacred trust given to us by our forebears, symbolized by the Constitution.

Deepest thanks to Imagination Celebration Coordinators, Project Directors and Focus Site Coordinators

Albany: Vivienne Anderson, Statewide Coordinator
Steven Richtman, Past Director
Focus Site Coordinators: Michelle Piero and Charles M. Peters, Montgomery Smith Middle School, Hudson City Schools
Pat Aycox, Schenectady City Schools

Binghamton: Marcy Swartz, Coordinator
Focus Site Coordinator: Cindy Filetto, Theodore Roosevelt School

The Bronx: Bill Aguado, Executive Director, Bronx Council on the Arts
Frank Gimpaya, Coordinator
Focus Site Coordinator: Gaeton Stella, Principal, P.S. 205, District 10

Buffalo: Phyllis Chase, Project Director
Focus Site Coordinator: Heather Spicuzza, Studio Arena Theatre

Plattsburgh: Lola Johnson, Executive Director, Council on the Arts for Clinton County
Liza Daily, Coordinator and Focus Sites Coordinator

Suffolk County: Cindy Kiebitz, Executive Director, Huntington Arts Council
Jeanne Gillon, Coordinator
Focus Site Coordinator: Molly Wang, Oldfield Middle School

Syracuse: Hope Irvine, Chairperson
Nancy Smith, Project Director
Focus Site Coordinator: Marjorie Carter, Dr. Edwin E. Weeks Elementary School

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Sylvia Mills, Coordinator
Focus Site Coordinator: Dr. Lois Zabriskie, Columbus School

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Imagination Celebration: Vivienne Anderson, Steven Richtman

Communication Services: Drea Leanza, Libby Post, Sue Siegal, Jennifer Snow Wolff

Communication Services Production Credits:

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Student Interviews:	Jennifer Snow Wolff
Photography:	Drea Leanza
Book Design:	Jennifer Snow Wolff
Writing/Editing:	Sue Siegal
Typesetting/Layout:	Drea Leanza

And most of all, thanks to the kids—
without your creativity and vision this book would not be possible.

Communication Services is a state-certified women's business enterprise in Albany, New York

The Kennedy Center
IMAGINATION CELEBRATION

Kennedy Center IMAGINATION CELEBRATION is a national festival program of The John F. Kennedy Center for the Performing Arts.

New York State's Imagination Celebrations are sponsored by the New York State Legislature and the Governor, the John F. Kennedy Center for the Performing Arts in Washington, D.C., and its affiliate, the New York State Alliance for Arts Education.

In 1964, Congress designated the Kennedy Center as the nation's Cultural Center and mandated that this new cultural institution provide "programs for children and youth...designed specifically for their participation, education and recreation." In 1977 the Imagination Celebration became a major nationwide program designed to fulfill this mandate. In 1983, the first Albany, New York Celebration took place. Governor and Mrs. Mario M. Cuomo are the Honorary Chairs and personally host a full day of the Celebration, "The Governor's Children's Very Special Arts Festival," at the Executive Mansion in Albany. The New York State Senate and Assembly are cosponsors. The key leaders of the New York State Legislature, listed below, comprise the Alliance's Honorary Committee of State Legislators. These leaders, their legislative colleagues, and the Governor make possible the growing statewide Imagination Celebration.

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Hon. Tarky J. Lombardi, Jr., Chairman, Finance Committee
Hon. Roy M. Goodman, Chairman, Special Committee on the Arts and Cultural Affairs
Hon. James H. Donovan, Chairman, Education Committee
Hon. John J. Marchi, Vice President Pro Tem
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Hon. Kenneth P. LaValle, Chairman, Higher Education Committee
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Hon. Leonard P. Stavisky, Ranking Minority Member, Conservation and Recreation Committee

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Hon. Mel Miller, Speaker of the Assembly
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Hon. Saul Weprin, Chairman, Ways and Means Committee
Hon. Jose E. Serrano, Chairman, Education Committee
Hon. Joseph Pillittere, Chairman, Committee on Tourism, Arts and Sports
Hon. Matthew J. Murphy, Chairman, Committee on Standing Committees

Since 1985, The New York State Legislature, with the Governor's approval, has allocated funds which enable the State Celebration in Albany to create and coordinate nine Replication Sites in Binghamton, Buffalo, the Bronx, Manhattan, Plattsburgh, Suffolk County, Syracuse and Westchester County. Over 900,000 students, teachers, parents and members of the general public participate in the New York State Celebrations. For the past five years, these celebrations have joined with eleven other states, throughout the nation, to provide an extensive variety of dynamic arts-in-education activities for students, educators, families and the general public...experiences in music, dance, theater, visual arts, poetry, storytelling, inventing, creative and journalistic writing, videography, holography, puppetry and magic. The entire program is dedicated to "the magic of arts in learning."

1988-1989 Imagination Celebration Sponsors

Deepest appreciation is expressed to the following Principal Cosponsors:
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Professional Associations—New York State Art Teachers Association; New York State Association of Foreign Language Teachers; New York State Congress of Parents and Teachers; New York State School Music Association.

Imagination Celebration Host Institutions: The New York State Education Department/The New York State Museum, The New York State Office of General Services, the City of Albany.